

Alternate Assessment

Participation Guidelines and Eligibility Determination

The Arizona Department of Education offers an alternate assessment based on alternate achievement standards in compliance with the U.S. Department of Education federal regulations and guidance. A student must have an Individualized Education Program (IEP) to be considered for participation in an alternate assessment. All students must participate in state assessments.

Arizona Alternate Assessments:

ELA and Mathematics Grades 3 through 8 and 11 - *Multi-State Alternate Assessment (MSAA)*

Science Grades 4, 8, and 10 - *AIMS A Science*

IEP Teams will discuss and determine participation and eligibility using the *MSAA Participation Decision Documents* and/or the *AIMS A Science Eligibility Requirements*. Each of these tools should be considered separately as some criteria may be unique; **however a student will be eligible in all areas (ELA, Mathematics and Science) where grades overlap.**

Note: IEP teams should consider the testing cycles that will occur during the student's IEP year.

STUDENT NAME: _____ **STUDENT ID:** _____

SAIS ID: _____ **DATE OF BIRTH** _____ **GRADE** _____

SCHOOL: _____ **CASE MANAGER** _____

Grade	None	MSAA ELA/Math	AIMS A Science
K, 1st, 2nd	x		
3rd		x	
4th		x	x
5th, 6th, 7th		x	
8th		x	x
9th	x		
10th (or second year of high school)			x
11th		x	
12th	x		

NOTE: The IEP team must complete the parent notification of alternate assessment participation on page 5.

August 2016

MSAA Participation Decision Documentation

To meet the criteria for MSAA, the student must meet all participation criteria descriptors.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence [check if used]
<p>1. The student has a significant cognitive disability</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p><input type="checkbox"/> Results of Individual Cognitive Ability Test</p> <p><input type="checkbox"/> Results of Adaptive Behavior Skills Assessment</p> <p><input type="checkbox"/> Results of individual and group administered achievement tests</p> <p><input type="checkbox"/> Results of informal assessments</p> <p><input type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of district-wide alternate assessments</p> <p><input type="checkbox"/> Results of language assessments including English language learner (ELL) language assessments if applicable</p>
<p>2. The student is learning content linked to (derived from) state content standards</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level state standards and address knowledge and skills that are appropriate and challenging for this student.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals and objectives from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p>
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curriculum.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction</p> <p><input type="checkbox"/> Teacher collected data and checklists</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 16 and older unless State policy or the IEP team determines a younger age is appropriate</p>

The student may participate in MSAA if all responses above are marked YES.

MSAA Participation Decision Documentation

August 2016

Additional Considerations Not to Use in Reviewing Evidence	
1.	<i>A disability category or label</i>
2.	<i>Poor attendance or extended absences</i>
3.	<i>Native language/social/cultural or economic difference</i>
4.	<i>Expected poor performance on the general education assessment</i>
5.	<i>Academic and other services received</i>
6.	<i>Educational environment or instructional setting</i>
7.	<i>Percent of time receiving special education services</i>
8.	<i>English Language Learner (ELL) status</i>
9.	<i>Low reading level/achievement level</i>
10.	<i>Anticipated disruptive behavior</i>
11.	<i>Impact of test scores on accountability system</i>
12.	<i>Administrator decision</i>
13.	<i>Anticipated emotional duress</i>
14.	<i>Need for accommodations, e.g., assistive technology/AAC to participate in assessment process</i>
<input type="checkbox"/>	<i>Evidence shows that the decision for participating in MSAA was not based on the above list.</i>

IEP Team Statement of Assurance: *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the CCCs linked to state content standards; that the Additional Considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.*

- ☐ **AIMS A Science is not an administered assessment at the student's grade level for this school year.**

Part I: AIMS A Eligibility Requirements

In order to be considered for AIMS A, students must meet **all** three of the following criteria in all content areas that are tested: Science (Science is **only** for grades 4, 8, and 10).

1. Evidence of a Significant Cognitive Disability

Empirical evidence (formal testing results, multidisciplinary evaluation team results, etc.) of a significant cognitive disability prevents the acquisition of the grade-level Arizona Academic Content Standards. Please note that students with learning disabilities who have overall intellectual and/or adaptive behavior abilities within the average range are **not** students with *most significant cognitive disabilities*. The student functions *like* a student with ID across *all* areas: commensurate abilities in mathematics, reading, *and* writing, adaptive behavior scores, and measures of intellectual abilities.

Check disability category:

- ☐ MIID ☐ MOID ☐ SID
☐ MD with ID component ☐ MDSSI with ID component ☐ TBI with ID component
☐ Autism with ID component ☐ Other _____

Example 1: An eighth-grade student functioning at second-grade level in reading and writing and at fourth-grade level in mathematics does *not* qualify under criteria 1.

Example 2: A tenth-grade student functioning at the second-grade level in mathematics, reading, and writing, does qualify under criteria 1.

The student meets the *Evidence of a SCD* criterion for AIMS A eligibility.

- ☐ Yes ☐ No

2. Curricular Outcomes

The student has access to high-quality instruction based on *Alternate* Academic Standards (Science) and the student's IEP goals and objectives focus on enrolled grade-level *Alternate* Academic Standards.

The student meets the *Curricular Outcomes* criterion for AIMS A eligibility.

- ☐ Yes ☐ No

3. Intensity of Instruction

Is extremely difficult for the student to acquire, maintain, generalize, and apply academic skills across environments, even with high-quality extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings in all content areas tested.

The student meets the *Intensity of Instruction* criterion for AIMS A eligibility.

- ☐ Yes ☐ No

The student is eligible for AIMS A.

- ☐ **Yes** (All responses above are marked **Yes**.)
☐ **No** (Any response above is marked **No** and student must participate in AIMS.)

Parent Notification Alternate Assessment Participation

Following IEP team review of participation guidelines, the student is eligible for and will participate in the following assessments:

MSAA (ELA/Math) and/or AIMS A Science

- ☐ Yes
☐ No (student will participate in statewide achievement test and AIMS Science)

Potential Consequences:

Are there any effects or local policies that would preclude completion requirements for a regular high school diploma for the child participating in testing?

- ☐ No
☐ Yes

If yes, explain: _____

Each of us agrees with the alternate assessment participation decisions indicated above.

Parent(s)/Guardian: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____